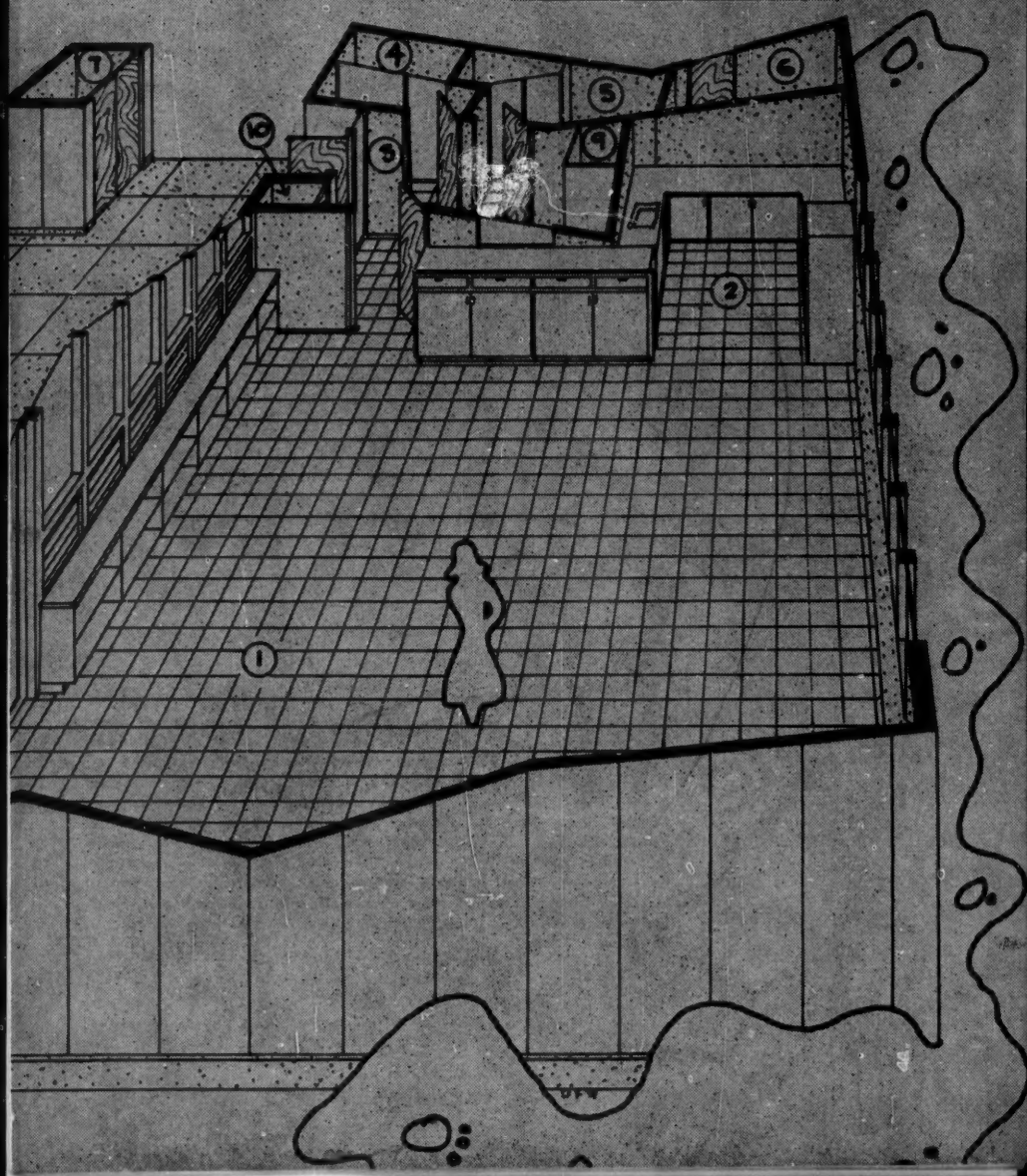


# CALIFORNIA SCHOOLS

JANUARY  
1956

PLEYTO ELEMENTARY SCHOOL  
Pleyto School District  
Monterey County



# CALIFORNIA SCHOOLS

VOL. XXVII, No. 1  
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Superintendent of Public Instruction

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THE COVER ILLUSTRATION shows a cutaway perspective view and floor plan of the one-room school built at Pleyto, Monterey County, in 1954. This is the only one-room elementary school that has been financed from State School Building Aid funds. Because of the extreme isolation of the Pleyto School District—about 30 miles south and west of Hunter Liggett Military Reservation—transportation of the pupils to another school was not feasible. The building has floor panel heating, an alcove for cooking, and a sheltered play area. The normal enrollment is about 15. Involved in the planning were Jerome Kasavan, Architect; Gladys Stone, Monterey County Superintendent of Schools, and James Thomsen, Field Representative on Miss Stone's staff; and Paul L. Rivers from the Bureau of School Planning.

## THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN IN CALIFORNIA

CHARLES W. WATSON, *Consultant in Education of the Deaf and Visually Handicapped*

Adequate vision is essential to the normal processes of learning. Therefore, the visual welfare of children should be a constant concern of parents and school authorities. One report states that one child in five has defective vision,<sup>1</sup> while another more recent study claims that the proportion is one in four.<sup>2</sup> The majority of children with less than normal vision do not require special facilities for their education. Either their vision is so slightly restricted that their health, education, and general welfare are not affected, or the causes can be corrected satisfactorily by medical or surgical treatment or compensated for by properly prescribed lenses.

Some children, however, have such defects in vision that even the best optical, medical, or surgical care does not enable them to profit from the educational opportunities afforded normally seeing pupils, and they remain handicapped to the extent that they require special education services. Fortunately, the total number of such children is small. According to the best available figures, one child in 500 is classifiable as partially seeing<sup>3</sup> and about one in 2,000 is blind.<sup>4</sup> Data on the probable number of such children in California and on those at present enrolled in schools that provide facilities for special education are presented in Table 1.

California school authorities have made substantial progress in the last five years in providing special education facilities for partially seeing and blind children. Comparison of the estimated number of blind children in California with the number for whom school facilities have actually been provided, as shown in Table 1, indicates that many school systems have not yet met their responsibility for special education of visually handicapped children.

Table 2 shows the number of partially seeing pupils enrolled in special education programs in California public schools in 1950 and 1955. The school districts providing the facilities, or the county superintendents

<sup>1</sup> Harry J. Baker, *Introduction to Exceptional Children*. New York: The Macmillan Co., 1953 (revised edition), pp. 28-29, citing the White House Conference on Child Health and Protection.

<sup>2</sup> Winifred Hathaway, *Education and Health of the Partially Seeing Child*. New York: Columbia University Press, 1954, p. 13.

<sup>3</sup> Baker, *op. cit.*, p. 29; Hathaway, *op. cit.*, p. 14.

<sup>4</sup> Baker, *op. cit.*, p. 29. Romaine Mackie, *Education of Visually Handicapped Children*, Bulletin 1951, No. 20. Washington 25: Office of Education, Federal Security Agency, 1951, p. 6, stated that one in 5,000 children of school age is blind. The recent increase in prevalence of a specific disease known as *retrolental fibroplasia*, which occurs most frequently in infants born prematurely and has increased the incidence of blindness among children of preschool age, is not reflected in this figure.

of schools as the case may be, are shown, with the number of classes and teachers included in each program. Table 3 shows the same kind of information regarding enrollment of blind children.

TABLE 1  
ESTIMATED NUMBER OF CHILDREN IN CALIFORNIA PUBLIC SCHOOLS  
IN KINDERGARTEN AND GRADES ONE THROUGH TWELVE WHO  
NEED SPECIAL EDUCATION BECAUSE OF VISUAL HANDICAPS, AND  
THE NUMBER ACTUALLY ENROLLED IN SPECIAL SCHOOLS OR  
CLASSES FOR THE PARTIALLY SEEING OR BLIND, SPRING SEMESTER  
1954-55

Visual status <sup>1</sup>	Per cent expected in each category <sup>1</sup>	Number expected in each category <sup>2</sup>	Number reported enrolled in special education facilities, spring semester, 1954-55 <sup>3</sup>
Normal.....	80.00	1,834,181	
Correctable defects	19.75	452,813	
Partially seeing---	0.20	4,586	521
Blind.....	*0.05	*1,146	#212
	100.00	2,292,726	743

<sup>1</sup>National percentages, 1930, as reported by Harry J. Baker, *Introduction to Exceptional Children*. New York: The Macmillan Co., 1953, p. 29.

<sup>2</sup>Based on total enrollment, excluding junior college grades and classes for adults, as given by the Bureau of Education Research in "Enrollment in California Public Schools, March 31, 1955," *California Schools*, XXVI (July, 1955), 387.

<sup>3</sup>Reports by school districts and county superintendents of schools to Bureau of Special Education, California State Department of Education, Spring, 1955.

\*Application in this category of the estimate by Romaine Mackie, in *Education of Visually Handicapped Children*, already cited, namely that 1 in 5,000 (0.02%) school age children are blind, would produce the number 451 in place of 1,146.

#Not including the 170 blind pupils enrolled at the California School for the Blind, Berkeley, a state institution.

## FINDING CHILDREN WITH VISUAL PROBLEMS

Children having visual handicaps are frequently unaware of the fact. Many eye defects do not cause pain. Congenital glaucoma, for instance, is a condition to which a child is accustomed and which develops so gradually that he is slow to become aware that his vision is not like that of other children. Such unawareness frequently exists where developmental anomalies, such as myopia, hyperopia, strabismus, albinism, nystagmus, and congenital cataract are concerned. Because children with visual handicaps do not usually identify themselves, it becomes necessary for adults to accept the responsibility of identifying them. Parents should arrange to have their children examined by qualified eye specialists before the children enter school and at regular intervals during their attendance at school.

TABLE 2  
PARTIALLY SEEING PUPILS ENROLLED IN SPECIAL EDUCATION FACILITIES  
IN CALIFORNIA, 1950 AND 1955

School district or county superintendent of school providing facilities	1950*			1955†		
	Classes	Teachers	Pupils	Classes	Teachers	Pupils
Anaheim city elementary.....				1	1	11
Arcadia unified.....				1	1	9
Enterprise elementary (L. A. Co.)				1	21	21
Long Beach unified.....	3	4		3	3	34
Los Angeles city elementary and high school...	16	16	224	17	17	133
Manhattan Beach elementary...				1	1	18
Marin County Superintendent of Schools....				**	1	11
Monterey County Superintendent of Schools....				***	1	?
Oakland city unified.....				**	3	97
Pasadena city elementary and high school...	3	3	36	2	2	13
Sacramento city unified.....				1	1	10
San Diego city unified.....	3	3	26	5	5	43
San Francisco city unified.....	7	7	80	6	6	76
San Mateo County Superintendent of Schools....				1	1	10
Stanislaus County Superintendent of Schools....				**	1	15
Temple City elementary (L. A. Co.).....				1	1	12
Tulare County Superintendent of Schools....				1	1	8
TOTALS.....	32	33	366	41	67	521

\**Directory of Activities for the Blind in the United States and Canada*, compiled by Helga Lende. New York: American Foundation for the Blind (15 W. 16th St.), 1950, p. 113.

†As reported by school districts and county superintendents of schools to the Bureau of Special Education, California State Department of Education, Spring, 1955.

\*\*Programs involving the services of visiting teachers.

\*\*\*Program involving consultative and evaluative service with no direct teaching.

The California Legislature has expressed its concern for the visual welfare of school children by requiring the governing boards of school districts to provide for the testing of the sight of each pupil enrolled in the schools of the district.<sup>1</sup> Standards for the testing of sight of school

<sup>1</sup> Education Code Section 16482.



TABLE 3  
BLIND PUPILS ENROLLED IN SPECIAL EDUCATION FACILITIES  
IN CALIFORNIA, 1950 AND 1955<sup>1</sup>

School district or county superintendent of school providing facilities	1950*			1955†		
	Classes	Teachers	Pupils	Classes	Teachers	Pupils
Campbell union elementary-----				1	1	7
Campbell union high-----				1	1	7
Fresno city unified-----				1	1	9
Hawthorne elementary-----				1	1	9
Long Beach unified-----				3	3	18
Los Angeles city elementary and high-----	10	10	75	12	13	93
San Diego city unified-----				1	1	9
San Francisco city unified-----				2	2	15
San Leandro unified-----				1	1	12
San Mateo County Superintendent of Schools-----				1	1	7
Stockton city unified-----				1	1	10
Temple City elementary (L. A. Co.)-----				2	2	16
TOTALS-----	10	10	75	26	27	212

<sup>1</sup>Not including 170 blind pupils enrolled at California School for the Blind, Berkeley, a state institution.

\**Directory of Activities for the Blind in the United States and Canada*, compiled by Helga Lende. New York: American Foundation for the Blind (15 W. 16th St.), 1950, pp. 22-24.

†As reported by school districts and county superintendents of schools to the Bureau of Special Education, California State Department of Education, Spring, 1955.

children have been established by the State Board of Education.<sup>1</sup> The State Joint Committee on School Health<sup>2</sup> has developed a guide to assist school districts in the inauguration and administration of their vision-testing programs.<sup>3</sup> Vision screening of pupils in California public schools has the fourfold objective of (1) identifying pupils who may have visual defects; (2) helping pupils with visual defects to receive examination and needed health service; (3) acquainting teachers with pupils' visual disabilities; and (4) making such adjustments as are needed in the educational program of pupils with visual defects.<sup>4</sup>

<sup>1</sup> California Administrative Code, Title 5, Education, Sections 66 to 69.2.

<sup>2</sup> Composed of representatives from the state departments of Public Health and Education.

<sup>3</sup> *A Guide for Vision Screening of School Children in the Public Schools of California*. . . . Sacramento: State Department of Education, 1953. Pp. viii + 28.

<sup>4</sup> *Ibid.*, p. 1.

### CLASSIFYING AND DEFINING VISUALLY HANDICAPPED CHILDREN

The first step in providing special education facilities for visually handicapped children is to define and classify these children in terms of the type of programs required. Children who need special education services because of visual handicaps are identified either as partially seeing or blind. The partially seeing may be classified as follows:<sup>1</sup>

1. Children having a visual acuity of 20/70 or less in the better eye after all necessary medical or surgical treatment has been given and compensating lenses provided when the need for them is indicated. Such children must, however, have a residue of sight that makes it possible to use this as the chief avenue of approach to the brain.
2. Children with a visual deviation from the normal, who, in the opinion of the eye specialist, can benefit from the special educational facilities provided for the partially seeing.

It is frequently desirable to provide similar special educational opportunities for short periods for three other groups of children:<sup>2</sup>

1. Children who have undergone eye operations, especially enucleation of the eye, in cases in which readaptation in eye use and psychological adjustments are necessary.
2. Children with muscle anomalies, especially strabismus, in cases in which re-education of the deviating eye and psychological adjustments are necessary.
3. Children with eye difficulties intensified by diseases such as measles and scarlet fever.

Blind children whose handicap entitles their school districts to reimbursement by the State for the expense of transporting these children to and from special day public school classes have been defined by the State Board of Education as

those children (1) whose visual acuity in the better eye after the best possible correction is 20/200, or (2) whose peripheral field is contracted to such an extent that the widest diameter subtends an angle no greater than 20 degrees, or (3) whose vision shows an equally handicapping visual defect, or (4) those diagnosed by an eye or vision testing specialist as being blind or having a condition leading to early blindness.<sup>3</sup>

### RESPONSIBILITY FOR SPECIAL EDUCATION FACILITIES

California school districts have the primary responsibility for providing special education facilities for visually handicapped children.<sup>4</sup> County superintendents of schools may, in their discretion, provide for the education of visually handicapped children who otherwise would be denied proper educational advantages.<sup>5</sup> The state maintains a residential school for blind children in Berkeley in which parents may elect to enroll their blind children.<sup>6</sup> There is no such state-maintained facility for partially seeing children, and therefore any special education facilities which they require must be provided by local school authorities.

<sup>1</sup> Hathaway, *op cit.*, p. 14.

<sup>2</sup> Hathaway, *loc. cit.*

<sup>3</sup> California Administrative Code, Title 5, Education, Section 1320 (b).

<sup>4</sup> Education Code Section 9601.2.

<sup>5</sup> Education Code Section 9641.

<sup>6</sup> Education Code Section 20941.

# FINANCING SPECIAL EDUCATION FACILITIES FOR THE VISUALLY HANDICAPPED

A school district maintaining special education facilities for blind children receives from the state the same basic aid and equalization aid per unit of average daily attendance of such children as it receives for its nonhandicapped pupils. As aid in meeting the excess current expense of maintaining special education facilities for blind pupils, the districts may be reimbursed for such expense in an amount not exceeding \$400 per unit of average daily attendance of such pupils during the next preceding fiscal year.<sup>1</sup> The Legislature in 1955 provided for allowance of an additional reimbursement of an amount not to exceed \$400, or the actual cost to the district, whichever is the lesser, for each unit of average daily attendance of blind pupils for whom the district has provided the services of readers to assist in their studies.<sup>2</sup> Since 1951 school districts have been reimbursed for the expense incurred in transporting blind pupils to and from special day classes, but not in excess of \$350 per unit of average daily attendance of such pupils during the next preceding fiscal year.<sup>3</sup> Under the provisions of the State School Building Aid Law of 1952, a district that qualifies for and requests state financial assistance in constructing facilities for educating blind pupils can receive allocations from certain funds of which a percentage is reserved for housing and equipment necessary for education of exceptional children.<sup>4</sup> Some small per capita assistance is also available to school districts and county superintendents of schools maintaining special education facilities for blind pupils under the provisions of the 1879 Federal "Act to Promote the Education of the Blind" as subsequently amended.<sup>5</sup> This assistance, approximately \$22 a year for each pupil enrolled in class on January 1 and registered with the American Printing House for the Blind, Louisville, Kentucky, as required by that administering agency, is in the form of a credit which can be used to cover the cost of instructional materials ordered from the American Printing House for the Blind, such as Braille slates, styluses, and relief maps.

A school district that does not maintain special education facilities for blind pupils residing within its boundaries is required to enter into a contract for their education with another district in the same county or another county or with a county superintendent of schools.<sup>6</sup> In such instances, the school district actually providing the special education is entitled to the basic aid, equalization aid, if any, excess expense reimbursement, reader aid, transportation aid for the physically handicapped, Federal assistance at the American Printing House for the Blind, and aid

<sup>1</sup> Education Code Section 7101.1, added by Chapter 1510, Statutes of 1953.

<sup>2</sup> *Ibid.*, as amended by Chapter 1723, Statutes of 1955.

<sup>3</sup> Education Code Section 7018.1 (b).

<sup>4</sup> Education Code Sections 7800-7803.

<sup>5</sup> *History, Purpose and Policies with Regard to the Act to Promote the Education of the Blind*, Louisville, Kentucky: American Printing House for the Blind, 1948.

<sup>6</sup> Education Code Sections 9601.2, 9607.2, and 9641.



available under the State School Building Aid Law. A county superintendent of schools providing the special education is eligible to receive most of these forms of aid, or their equivalents, except equalization aid and school building aid.

Financial aid in these categories is likewise available to school districts or county superintendents of schools maintaining special education facilities for the partially seeing, with the exception of transportation aid, reader aid, and Federal assistance through the American Printing House for the Blind. Steps have recently been authorized that will result in the provision of state-adopted textbooks in large print for use of partially seeing pupils enrolled in elementary schools<sup>1</sup> in the same way that textbooks in regular print are provided for normally seeing pupils.

#### PRESCHOOL EDUCATION OF VISUALLY HANDICAPPED CHILDREN

School authorities may admit visually handicapped children at the age of three years to special schools or classes established for such pupils.<sup>2</sup> It is generally desirable that blind children have training and guided experiences for physical, emotional, mental, and social development earlier than normal children. Such help should be available before the child is three years old, and much of it should come through his parents and family. School district authorities should be prepared to assist parents of blind children to get guidance and help for themselves and their blind baby. Help for preschool blind children and their parents is available in California through preschool workers for the blind who are assigned to specific areas in both northern and southern California.<sup>3</sup> Frequently blind children can benefit through attending nursery schools with normally seeing children. School districts are not authorized to maintain facilities for children under kindergarten age and thus do not have nursery school groups of seeing children with whom young blind children can have learning experiences. However, school district authorities should do all they can to encourage local agencies, service clubs, and individuals to underwrite the tuition for enrollment of blind children in private nursery schools enrolling normally seeing children.

#### TRENDS IN THE EDUCATION OF THE VISUALLY HANDICAPPED

Special education facilities for visually handicapped children were established in several school districts in California at or before the turn of the present century. These early programs usually involved the maintenance of segregated classes in a regular school or the grouping of such classes in a separate school enrolling only visually handicapped children. In establishing special education facilities today for visually

<sup>1</sup> Education Code Section 11181.2, added by Chapter 1726, Statutes of 1955.

<sup>2</sup> Education Code Section 9609.

<sup>3</sup> Workers in northern California are assigned through the Variety Club Blind Babies Foundation, 111 Sutter Street, San Francisco; those in southern California are assigned by the California School for the Blind, 3001 Derby Street, Berkeley.

handicapped children, school authorities usually seek a type of program that permits each partially seeing or blind child to participate in the learning activities of normally seeing pupils to the extent that his visual handicap permits. Of course, the extent of his participation will vary in terms of each child's visual handicap, intelligence, emotional and social maturity, age, and his attitudes toward life, as well as in terms of the subject matter to be learned, the degree to which his parents understand and co-operate in such an integrated program, the professional development and flexibility of the regular teaching staff, and similar factors.

A special education program for blind children may take the form of a special day class or classes located in a regular school for normally seeing pupils. Although the blind children are carried on the register of the special day class, each blind child does as much of his work as possible in a regular class of normally seeing pupils at his grade level. A teacher trained to teach and direct the educational development of blind children is assigned to each special day class, which may not exceed 12 or 10 blind pupils, depending upon the age range within the group.<sup>1</sup> Each blind pupil is under the instruction and direction of both teachers. Under these circumstances it is absolutely essential that the two teachers work closely together in promoting the achievement of the blind pupil. The teacher of the class for the blind, having special training for this assignment, is responsible for each blind pupil having the special study materials, devices, and equipment which he needs at the time he needs them, whether in the regular classroom or in his own special classroom.<sup>2</sup> The teacher's first responsibility is to study each blind pupil's progress and adjustment and to take all possible measures to assure his success. Helping the regular staff of supervisors and teachers to become aware of their obligations in the education of the blind along with the sighted is a continuing task of the special teacher. Such a teacher should possess a real conviction regarding the rights of the individual members of small minority groups and should have the ability to interpret that conviction courageously and constructively in the adaptation of an educational program to the needs of blind children.<sup>3</sup>

The education of blind children is accomplished chiefly through their hearing and sense of touch. The education of partially seeing children is, however, accomplished chiefly through their use of vision, with as much emphasis as possible on hearing if their hearing is unimpaired.

<sup>1</sup> California Administrative Code, Title 5, Education, Section 193 (b).

<sup>2</sup> The American Foundation for the Blind has suggested that such a special classroom be referred to as a "Resource Room." It is a room or area set aside in the school in which the special teacher and blind children may work together on any educational need that the children may have in their effort to participate and sustain themselves in the learning activities in the regular classrooms along with normal seeing children. It should be equipped with Braille machines, slates and styluses, typewriters, recorded study material, talking book machines, sensory training materials, models, and other devices and supplies employed in the instruction of blind children.

<sup>3</sup> *The Pine Book Report*, National Work Session on the Education of the Blind with the Sighted, August 24-28, 1953. New York: American Foundation for the Blind (15 W. 16th Street), 1953.

The special teacher of partially seeing children must provide guidance in the most effective use, as well as conservation, of their remaining vision. In the continuous process of adjustment of this group of pupils to the regular school environment and curriculum, the special teacher can give the following kinds of help: observing the visual performance of each pupil and arranging his study periods so that their length and frequency will not overtax his visual powers; selection of subject areas in terms of the pupil's visual capacity; adjustment of lighting conditions or of seat assignment to meet each child's visual limitations; selection of textbooks and study materials for his needs, and if necessary, transcription of these materials into large type; recording study materials by means of disc or tape recorders; counseling parents and pupils as to school and after-school goals; and assisting the regular staff of supervisors and teachers to see and use opportunities open to them to promote the education of partially seeing children in the regular classes with normally seeing pupils, according to the capacities and limitations of each pupil.

While there are a few school districts which continue to offer partially seeing children a program of education which requires them to be segregated in special schools, a growing number of school systems maintain special day classes for them in regular schools. As in the case of blind children, the partially seeing pupils are carried on the register of the special day class, but each of them does as much of his work as possible in a regular class of normally seeing pupils at his grade level. Of the 521 partially seeing pupils reported in 1955 as enrolled under special teachers, the majority are in such integrated classes. However, two counties and one city school district in another county, employing five traveling teachers of the partially seeing, provide remedial-class individual-instruction service whereby the teachers visit each partially seeing pupil in his own class and school. Under this arrangement, sometimes called "the visiting teacher contact plan," the special teacher usually makes one visit to the pupil of about an hour each week, giving detailed information to the regular teacher concerning each child's eye difficulties and the possible effects of such difficulties on the child's school adjustment and achievement. He makes suggestions regarding correct lighting, preferential seating, special materials needed and their use, and in many instances works briefly with the partially seeing child himself.<sup>1</sup> The service that can be provided for partially seeing children enrolled in regular classes with the help of a visiting special teacher is not usually as comprehensive as the services offered in integrated special day classes. However, the remedial-class individual-instruction plan contributes to the conservation and better use of the remaining vision of partially seeing children in their local schools and helps to reduce discouragement, maladjustment, and failure among them.

<sup>1</sup> Al Tudyman and Fredericka M. Bertram, "Oakland's Sight Conservation Program," *The Sight-Saving Review*, XXII (Summer, 1952), 82-92.

# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### APPOINTMENTS TO STAFF

LOWELL H. DUNIGAN has been appointed Assistant Research Technician in the Division of State Colleges and Teacher Education. He will assist the Specialist in Higher Education. Mr. Dunigan received the bachelor's and master's degrees from Iowa State College and has done graduate work at the University of Southern California. Before coming to the Department of Education, he was employed in research work for the Division of Highways, State Department of Public Works.

FRANCIS H. LEAVITT has been appointed Field Representative, Bureau of Readjustment Education, assigned to the Bureau headquarters at Sacramento. Mr. Leavitt is a graduate of Brigham Young University and holds the master's degree from the University of Nevada. He has also done graduate work at the University of California and the University of Southern California. His former employment includes eight years with the Veterans Administration in San Francisco.

WILLARD L. HELD has been appointed Rehabilitation Counselor in the Pasadena District of the Bureau of Vocational Rehabilitation.

## BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

### ADDITIONS TO STATE LIST OF HIGH SCHOOL TEXTBOOKS

#### NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the December, 1955, issue of *California Schools*.

	LATIN		New	Prices Exchange
Kelsey & Meinecke, <i>Third Year Latin</i> (1933)	Allyn	\$3.68	\$3.59	

#### MATHEMATICS

Advanced Mathematics

Griffin, <i>An Introduction to Mathematical Analysis</i> (1936)	Houghton	3.83	3.74
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Algebra		New	Prices Exchange
Edgerton & Carpenter, <i>Intermediate Algebra</i> (1951).....	Allyn	\$1.98	\$1.93
Arithmetic and General Mathematics			
Fehr & Schult, <i>Arithmetic at Work</i> , Book 1 (1955).....	Heath	2.08	2.03
Vocational Mathematics			
Tuites, <i>Basic Mathematics for Technical Courses</i> , second edition (1952) .....	Prentice	3.20	3.12

## VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

## Automotive Mechanics

Crouse, <i>Automotive Electrical Equipment</i> , third edition (1955) .....	McGraw	4.00	—
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## Blueprint Reading

Kenney, <i>Blueprint Reading for the Building Trades</i> , second edition (1955) .....	McGraw	3.80	—
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## REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the December, 1955 issue of *California Schools*, to replace editions previously listed.

## HOMEMAKING

## Foods and Nutrition

		New	Prices Exchange
Peckham, Citek & Hovey, <i>Family Meals and Hospitality</i> (1955) .....	Macmillan	\$3.10	\$3.02

## SOCIAL STUDIES

## History—World

Smith, Muzzey & Lloyd, <i>World History</i> , Revised (1955) .....	Ginn	3.46	3.37
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## VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

## Automotive Mechanics

Kuns, <i>Automotive Essentials</i> , Revised edition (1955) .....	Bruce	2.78	2.49
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# Interpretations of Law

## Applicable to Schools

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

### OPINIONS OF THE CALIFORNIA SUPREME COURT

#### Death Benefits Payable by Local and State Retirement Systems Subject to Inheritance Tax

Reversing the decision of the trial court and the California District Court of Appeal (*Estate of Richartz*, 131 A.C.A. 73, reported in *California Schools*, XXVI, June, 1955, p. 330), the California Supreme Court holds that death benefit payments due from the State Retirement Fund and from the San Francisco Teachers' Retirement Fund upon the death of a teacher are not proceeds of an insurance policy within the meaning of Revenue and Taxation Code Sections 13723-13724 and, therefore, are not exempt from the state inheritance tax. (*Estate of Richartz*, 45 A.C. 315).

#### Private Schools Permitted in Zone in which Public Schools Are Permitted

On hearing after decision by the District Court of Appeal granting a writ of mandamus (*Roman Catholic Welfare Corporation of San Francisco v. City of Piedmont*, 130 A.C.A. 382, reported in *California Schools*, XXVI, Apr. 1955, p. 204), the California Supreme Court holds unconstitutional a city zoning ordinance which permitted public schools in a residential section comprising 98.7 per cent of the area of the city but excluded private schools. The classification bore no reasonable relation to the purpose of the zoning. The ordinance is unconstitutional and void because of its arbitrary and unreasonable discrimination against private schools. (*Roman Catholic Welfare Corporation of San Francisco v. City of Piedmont*, 45 A.C. 349.)

### OPINIONS OF THE CALIFORNIA DISTRICT COURTS OF APPEAL

#### Dismissal of Teacher Under the Dilworth Act for Refusal to Answer Questions of Congressional Committee

The Dilworth Act (Education Code Section 12600 ff.), which makes it the duty of an employee of a school district subpoenaed by a congressional committee to appear before the committee and answer under oath

questions propounded by the committee relating to membership of the employee in the Communist Party, is constitutional. A teacher who refuses to affirm or deny before such a committee the truth of his earlier affidavit relating to his membership in the Communist Party, even though he bases his refusal upon the Fifth Amendment of the United States Constitution, is guilty of unprofessional conduct, evident unfitness for service, insubordination, and refusal to obey the school laws of the state, and may be dismissed from public employment. (*Board of Education of the San Francisco Unified School District et al. v. John W. Mass*, 136 A.C.A. 265. A petition for a hearing in the California Supreme Court has been granted.)

**Dismissal of Teacher Under the Dilworth Act for Refusal to  
Answer Questions of Employing School Board  
Concerning Membership in Subversive Organizations**

Refusal of a public school teacher to answer, under oath, before the board of education by which he is employed specific questions as to his membership in the Communist Party and allied questions constitutes cause for dismissal under Education Code Sections 12604 and 12605. The fact that the teacher had previously signed the Levering oath does not alter his duty to answer. The Dilworth Act (Stats. 1953, Chap. 1632) does not violate due process of law, is not a bill of attainder since it operates prospectively, and is not unconstitutional as applied to the appellant who refused to answer the specific questions asked.

A public school teacher does not have the right to have an attorney speak for him when he is being interrogated by his employer under the Dilworth Act, since this is not an adversary proceeding or judicial trial between parties but merely an interview between an employer and employee. (*Board of Education v. Cooper*, 136 A.C.A. 555. A petition for a hearing in the California Supreme Court has been denied.)

# For Your Information

## STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting in San Francisco on October 7, 1955.<sup>1</sup>

**Accreditation Committee.** The Board, acting under the authority of Education Code Sections 112 and 12025, and pursuant to the Administrative Procedure Act, amended Section 801 of Title 5 of the California Administrative Code, relating to an Accreditation Committee, to read as shown in the following paragraph. The amended regulation was filed as an emergency regulation with the Secretary of State on November 23, 1955, to take effect retroactively on September 7, 1955.

801. **Accreditation Committee.** The Accreditation Committee shall consist of persons who are educators, appointed by the State Board of Education. Recommendations for appointment thereto shall be made by the Accreditation Committee with the concurrence of the Director of Education. The term of appointment for members other than those described in subsection (f) of this section shall be for five years, except that the terms of such members in office on the effective date of Chapter 1596 of California Statutes of 1955 shall expire as follows:

- 2 members on June 30, 1956
- 2 members on June 30, 1957
- 2 members on June 30, 1958
- 2 members on June 30, 1959
- 2 members on June 30, 1960

The State Board of Education upon the recommendation of the Director of Education shall designate which of such members in office on the effective date of Chapter 1596 of California Statutes of 1955 shall have their respective terms expire on each of the foregoing dates. The terms of members described in subsection (f) of this section shall continue at the pleasure of the State Board of Education. A member described in any one of subsections (a) through (e), inclusive, and (g) of this section shall be deemed to have vacated his office of member on the Accreditation Committee upon the termination of the office, employment, or membership designated in said subsection. A vacancy occurring prior to the expiration of the term of appointment shall be filled in the same manner as an original appointment and the appointment shall be for the duration of the unexpired term. Membership on the Accreditation Committee shall include, but not be limited to, the following:

- (a) Four persons from private colleges or universities; one person only from any one institution.
- (b) Two persons from the state university.
- (c) Two persons from the state colleges.
- (d) Two persons from the public schools.
- (e) A person from the Committee on Membership and Standards of the Western College Association.
- (f) Three persons from the staff of the State Department of Education.
- (g) The President of the State Board of Education and the Director of Education, neither of whom shall be counted for purposes of a quorum.

<sup>1</sup> These actions are in addition to those reported in *California Schools* XXVI (December, 1955), 611-615.

*Approval of Organizations for School Membership.* In accordance with Education Code Section 4861, the Board approved the following as organizations for which memberships for schools may be paid from school district funds for the school years 1955-56, 1956-57, and 1957-58, subject, however, to the duty of such organizations to notify the Department of Education immediately whenever, during such period, there is a change in the constitution, charter, bylaws, or purposes of the organization and subject further to withdrawal of approval by the State Board of Education at its discretion subsequent to such a change.

**American Association of Junior Colleges**

*President:* Edward G. Schlaefel, Dean, Monmouth Junior College, Long Branch, New Jersey

*Executive Secretary:* Jesse P. Bogue

*Headquarters Address:* 1785 Massachusetts Ave., N.W., Washington 6, D.C.

**Associated Public School Systems**

*President:* William M. Brish, Superintendent of Schools, Washington County, Hagerstown, Maryland

*General Secretary:* Paul R. Mort, Professor of Education, Teachers College

*Headquarters Address:* 525 West 120th St., New York 27, N.Y.

## CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. A comprehensive list of events scheduled for the school year 1955-56 was printed in *California Schools* for September, 1955 (Vol. XXVI, pp. 498-504), and a few additions and changes were made in the November and December issues. Notices of the following meetings have recently been received.

### ADDITIONS TO CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1956

<i>Dates, 1956</i>	<i>Organization or Event</i>	<i>Place</i>
February 4	Conference on Education of Blind Children	University of California, Berkeley
February 4 } May 5 }	California Association for Remedial Teaching	To be announced
July 8-11	California School Employees' Association	Lafayette Hotel, Long Beach

## LIST OF ORGANIZATIONS CURRENTLY APPROVED FOR SCHOOL MEMBERSHIPS PAID FROM SCHOOL DISTRICT FUNDS

Education Code Section 4861 specifies that fees or subscriptions for memberships of schools, school districts, or county superintendents of schools in educational societies, associations, or organizations cannot be paid from school funds unless the organizations have been placed on an approved list by the State Board of Education covering the period of membership. To receive approval the organization must have "for its exclusive purpose the promotion and advancement of public education

through research and investigation and the publication of reports on educational problems." Formerly the Board's approval was effective for one year only, but in July, 1953, the Board passed a resolution providing for approval, under certain conditions, for three years.

As a result of Board action at various meetings since July, 1953, the following organizations have been approved for school memberships paid from school funds. The organizations are listed alphabetically, by title only, without names of officers or mailing addresses, as these change yearly for some of the organizations. The date of the Board's action and the date of expiration of the three-year approval are given in appropriate footnotes, with page references to issues of *California Schools* in which the actions were reported.

- American Association for Health, Physical Education and Recreation <sup>2</sup>
- American Association of Junior Colleges <sup>2</sup>
- American Association of School Administrators <sup>2</sup>
- American Educational Research Association (A Department of the National Education Association) <sup>1</sup>
- Associated Public School Systems <sup>2</sup>
- Association for Supervision and Curriculum Development (A Department of the National Education Association) <sup>1</sup>
- Association of School Business Officials of the United States and Canada <sup>1</sup>
- Audio-Visual Education Association of California <sup>4</sup>
- Audio-Visual Education Association of California—Southern Section <sup>6</sup>
- California Association for Childhood Education <sup>1</sup>
- California Association of Adult Education Administrators <sup>2</sup>
- California Association of Public School Business Officials <sup>1</sup>
- California Association of School Administrators <sup>1</sup>
- California Association of Secondary School Administrators <sup>1</sup>
- California Educational Research and Guidance Association, Southern Section <sup>1</sup>
- California Elementary School Administrators Association <sup>1</sup>
- California Junior College Association <sup>1</sup>
- California Junior College Association, Central Branch <sup>2</sup>
- California Junior College Association, Northern Branch <sup>1</sup>
- California Junior College Association, Southern Branch <sup>2</sup>
- California School Employees' Association <sup>1</sup>
- California School Supervisors Association, Northern Section <sup>2</sup>
- Educational Television Research Association <sup>2</sup>
- National Association of Secondary-School Principals (A Department of the National Education Association) <sup>1</sup>
- National Education Association <sup>2</sup>
- National Education Association, Department of Audio-Visual Instruction <sup>2</sup>
- National Education Association, Department of Elementary School Principals <sup>1</sup>
- National Education Association, Research Division <sup>1</sup>
- National School Boards Association, Inc. <sup>1</sup>
- National School Public Relations Association <sup>2</sup>

<sup>1</sup> Approved July 10, 1953, *California Schools*, XXIV (September, 1953), 407-8. Approval expires June 30, 1956.

<sup>2</sup> Approved October 29, 1953, *California Schools*, XXIV (December, 1953), 553-54. Approval expires June 30, 1956.

<sup>3</sup> Approved January 4, 1954, *California Schools*, XXV (February, 1954), 79. Approval expires June 30, 1956.

<sup>4</sup> Approved January 28, 1954, *California Schools*, XXV (March, 1954), 144. Approval expires June 30, 1956.

<sup>5</sup> Approved May 7, 1954, *California Schools*, XXV (June, 1954), 274. Approval expires June 30, 1956.

<sup>6</sup> Approved October 7, 1955, as noted in this issue, p. 17. Approval expires June 30, 1958.



## SCHOLARSHIPS AND LOANS OFFERED BY CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

Continuing concern for a good educational program in California has prompted the California Congress of Parents and Teachers to allocate \$142,400 to assist young people in obtaining higher education, including teacher education. The following aids are offered.

*Student Loans.* For the current school year, \$115,000 has been allocated for loans of \$300 a year for students in any type of higher education, professional or vocational repayable without interest within four years of the close of the period for which the loan was made. Application forms may be obtained from the state headquarters of the Congress or from district P.-T.A. presidents. The Student Loan Committee meets bimonthly throughout the year, beginning in July and considers applications at each meeting.

*Secondary Teacher-Education Scholarships.* Twenty awards of \$400 each in 1956-57 will be made to fifth-year students training to teach on the general secondary credential in California public secondary schools. These scholarships are available at eight state colleges and three universities. Applications should be filed with the scholarship committee of the institution of the student's choice.

*Elementary Teacher-Education Scholarships.* Twenty awards of \$400 each will be made to upper-division and graduate students training in 1956-57 to teach in the public elementary schools of California. These scholarships are available at nine state colleges, the three major centers of the University of California, at College of the Pacific, Whittier College, and University of Southern California.

*International Relations Fellowships.* Two grants of \$1,000 each will be made in 1956-57 for graduate study in international relations in the United States. The grants carry a commitment to at least one year of public service. One award will be made in northern and one in southern California. Candidates must be nominated by the scholarship committee of a California college or university by March 1, 1956.

*Special Education Fellowships.* Ten grants of \$750 each will be made in 1956-57 for a full year's graduate study in any field of training for teaching handicapped children, the work to be taken at Los Angeles State College or San Francisco State College. The recipient must agree to teach for at least two years in his special field of training in the public schools of California. Application forms will be available from the state headquarters office of the Congress of Parents and Teachers after January 1, 1956, and must be filed by April 1, 1956.

*Special Education Loans.* Ten loans of \$100 each will be made for advanced training in 1956 summer sessions in the field of teaching deaf and hard-of-hearing children, at any accredited institution in California offering such courses. Application forms will be available after January 1, 1956, and are to be filed by April 1, 1956.

*Children's Librarian Fellowships.* Two grants of \$750 each will be offered in 1956-57 to graduate students planning to enter library school at the University of California School of Librarianship at Berkeley or the University of Southern California School of Library Science to train for work with children and youth in school library or public library systems. Application should be made to the director of the library school.

*Nancy Pauline Turner Music Scholarship.* One grant of \$400 will be awarded in 1956-57 to a woman student who is preparing for a general secondary credential and a special secondary credential in vocal music. Application should be made to the Department of Music of one of the institutions which are accredited to recommend candidates for the special credential in vocal music.

Requests for detailed information, and application forms where indicated, may be addressed to the California Congress of Parents and Teachers, Inc., Suite 300, 322 West 21st St., Los Angeles 7, California.

## SCHOLARSHIPS IN ENGINEERING, 1956

Four four-year engineering scholarships—three in mechanical engineering and one in electrical engineering—have been established by the Stewart-Warner Corporation, to be awarded to deserving high school graduates of exceptional ability. Recipients of the scholarships will be selected through the National Merit Scholarship award program from among the 60,000 senior students who took nation-wide competitive tests in 10,800 high schools last October.

Stewart-Warner is the third corporation to announce participation in the new program by establishing specific scholarships. Previous scholarship contributors have been the Sears, Roebuck Foundation and Time, Inc.

## WINNERS IN INDUSTRIAL ARTS COMPETITION

For the fourth consecutive year, projects entered by students of California high schools in the ninth annual competition for Industrial Arts Awards sponsored by the Ford Motor Company have won the largest number of cash prizes of any participating state.

A panel of leading industrial educators and craft experts judged the 5,017 entries and selected 1,354 winners, 712 of whom received cash awards. First place awards, for outstanding achievement, were presented for 30 projects. The winners came from 35 states, the District of Columbia, Hawaii, and Canada.

California led the states in total number of winners—251—of whom 141 received cash awards. Illinois and Pennsylvania each had 78 cash winners, Ohio had 53, Indiana 47, Michigan 46, New York 38, and Texas 21. The first place winners received \$100 each and three-day expense-paid trips to Dearborn for themselves and their instructors. The nine California winners of top awards were the following students:

Jerry Burns, Grade 8, Will Rogers Junior High School, Long Beach: *Wrought iron chair with rope seat*. Arthur F. Steiner, instructor.

Robert S. Densham, Grade 9, Burbank Junior High School, Los Angeles: *Racing sloop*. Norman E. Hines, instructor.

David W. Howell, Grade 10, Whittier High School: *Panoramic adapter*. Jack Michie, instructor.

Hugh Knoff, Grade 12, Placer Union High School, Auburn: *Faceting bead for lapidary*. Ronald A. Brown, instructor.

Bill McCullough, Grade 8, Will Rogers Junior High School, Long Beach: *Multi-purpose tool*. Arthur F. Steiner, instructor.

Herbert McMaken, Grade 12, Helix High School, La Mesa: *Architectural model (residence)*. Lawrence E. Helmuth, instructor.

Roger Monell, Grade 11, Susan Miller Dorsey High School, Los Angeles: *Amateur radio transmitter*. Don C. Brockway, instructor.

Jack Potap, Grade 12, Berkeley High School: *Four-jaw independent chuck and wrench*. Roy Lindstedt, instructor.

William H. Saenger, Grade 12, Lick Wilmerding High School, San Francisco: *Mercedes-Benz automobile drawing*. Charles L. Sleeper, instructor.

### KIMBER AWARD IN INSTRUMENTAL MUSIC, 1956

The final competition for the next Kimber Award in Instrumental Music, for which the public schools of California conduct preliminary auditions, has been set for Saturday, May 26, 1956, at 2 p.m. The date was announced recently by The San Francisco Foundation, a nonprofit community trust designed to provide joint management for philanthropic funds of all kinds, with offices at 351 California Street, San Francisco 4. The finals will be held in the new auditorium at San Francisco State College, and the public is invited without charge.

A prize of \$5,000 and a gold medal will be awarded to a California boy or girl for proficiency in piano, violin, or cello. The award was established in 1951 by John E. Kimber, President of Kimber Farms, Inc., to assist gifted young Californians in obtaining advanced musical education.

Any California boy or girl not yet 19 on March 1, 1956, who has resided in California for six months prior to that date, is eligible to compete. There is no charge for entrance, but finalists must assume responsibility for their own expenses. Violinists and cellists must provide their own accompanists, if required.

To be chosen as Kimber Award finalists, contestants must compete successfully in either the Music Festivals of the California Music Educators Association or the Junior Division Festivals of the California Federation of Music Clubs. Each of these organizations, which sets its own rules and qualifications, will select four finalists. The Kimber Award Committee exercises no control over the choice of the eight finalists. In order to be sure of complying with all requirements, students who are interested in competing for the 1956 Kimber Award should apply immediately to the California Music Educators Association or the California Federation of Music Clubs for information about entering the festival competitions.

### ACHIEVEMENT AWARDS PROGRAM, 1956

Outstanding seniors in California public and private high schools will have an opportunity to win \$44,900 in cash prizes to be awarded in the spring of 1956 in the state-wide Bank of America Achievement Awards Program. This is the first year since the program was established in 1948 in which funds have been made available for cash awards to 248 second and third place winners as well as 124 finalists. More than 5,000 trophy cups, certificates, and ribbons will also be awarded.

The purpose of the program is to honor seniors whose records as students indicate most promise of future success and service to society. Scholarship is an important criterion, but winners must also have demonstrated leadership, character, personality, regard for others, and a sense of civic responsibility.

Thirty-one zones have been set up for the process of judging the achievements of seniors—16 in northern California counties north of and including Kern County, and 15 in southern California. Faculty committees at each high school will select winners for certificates and trophy cups in February, 1956. In April, panels of civic leaders will conduct interviews of the selected candidates from the schools in each zone and review their records, naming first (\$100), second (\$50), and third place (\$25) winners in that zone in each of four fields of study—science and mathematics, fine arts, liberal arts, and vocational arts. First place winners in each zone will advance to four regional finals to be judged in May, 1956. Top awards of \$1,000, \$500, and \$250 in each of the four subject fields will be made at all four finals.

Recipients may use the money for any purpose they wish. A bank survey has shown that 90 per cent of the winners utilize their cash to further their education.

Inquiries about the Achievement Awards Program in southern California may be addressed to W. E. Maloney, Assistant Cashier, 650 South Spring Street, Los Angeles; John H. Becker, Assistant Cashier, 300 Montgomery Street, San Francisco, is Manager of the program for northern California.

### TRAFFIC SAFETY POSTER CONTEST

For the twelfth consecutive year, the American Automobile Association is sponsoring a National Traffic Safety Poster Contest to secure original and appealing poster designs illustrating and promoting correct traffic safety habits. Ten of the winning posters will be reproduced in color for use with the monthly Traffic Safety Guides which are distributed to schools through local AAA automobile clubs.

Any regularly enrolled student who will not be over 21 years of age before the deadline date and who is currently attending a public, parochial, or private elementary or secondary school, may submit an entry in his name. Any school may set up its own project among groups or classes to develop posters which may be submitted in the name of the group, class, or school. Prizes will be awarded this year to four separate groups: Primary, Elementary, Junior High, Senior High. The safety slogans assigned for illustration in California entries are "Cross Only at Corners" and "Wear White After Dark."

This year's contest deadline is March 3, 1956. Entry forms, rules, and additional information are available from local AAA automobile club offices or from the national headquarters, American Automobile Association, 1712 G St., Washington 6, D.C.

In the 1954-55 contest, five Californians received cash awards. Robert Wong and John K. Lee, Galileo High School, San Francisco, won first and second place, respectively, for illustrations of the slogan, "Keep

from Between Parked Cars." Sharon Gallagher, Fremont High School, Oakland, and Albert Corbett, James Lick High School, San Jose, won first and second place, respectively, in the high school division, for illustrations of bicycle rules. Jeanette Muhs, of Wilson Elementary School, San Gabriel, won a first place award in the elementary division for her illustration of the bicycle rule, "Be Bright, Ride Right."

### CONFERENCE ON EDUCATION OF BLIND CHILDREN

A conference on the education of blind children in California will be held on Saturday, February 4, 1956, at the University of California, Berkeley. The program will begin with registration at 8:45 a.m. and will include a general session from 9:30 to 12, a luncheon, and section meetings in the afternoon for panel discussion of the following topics as related to education of the blind in public elementary and high schools—both residential and day schools: Educational techniques, appliances, and aids; Emotional problems of blind children; Teacher education; Education for a vocation or for a background; Social problems of blind children; Administration and co-ordination of programs for the blind in residential and public day schools.

The principal speaker at the conference will be Jacob Twersky from the faculty of the City College of New York. Dr. Twersky is author of the novel, *Face of the Deep*, a study of the education and development of blind people from childhood to maturity.

Organizations sponsoring the conference are the California State Department of Education, the California Council for the Blind, San Francisco State College, and the Alumni Association of the California School for the Blind.

The conference has been planned particularly for administrators of programs for educating the blind, teachers of the blind, teachers of regular classes containing blind students, parents of blind children, and others participating in education of the blind. Those working with preschool blind children and with adult blind will also find the conference profitable. Anyone interested in education of the blind will be welcome.



# Professional Literature

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<sup>1</sup> Discounts on orders in quantity.

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<sup>1</sup> Discounts on orders in quantity.

<sup>2</sup> Distributed by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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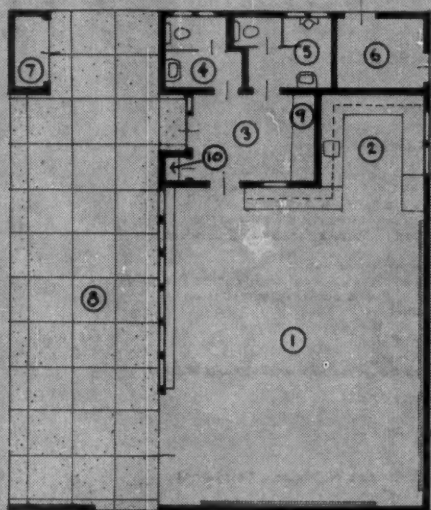
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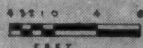
O





- 1 Classroom
- 2 Alcove
- 3 Entrance
- 4 Girls' toilet
- 5 Boys' toilet
- 6 Heater
- 7 Storage
- 8 Covered passage
- 9 Wardrobe
- 10 Teacher's wardrobe

FLOOR PLAN



NORTH

